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ABSTRACT

Bronx Community College created a three-year College Discovery (CD) master plan for 1998-2001 to help restructure its counseling programs and support services and enable CD students to acquire an associate's degree level of education. The first area of restructuring is in the role of the director of College Discovery and Counseling. General counseling and the CD program have merged into one program within the Department of Student Development. The director will strengthen the liaisons of counselors with various academic departments, develop professional growth of counselors and a group modality of supervision, enlist counselors as consultants, and advocate an expanded definition of CD participants to include disadvantaged students. Restructuring also includes new staff positions: a supplemental learning instructor, a social worker, a financial aid administrative assistant, a computer technician, CD tutors, and CD peer counselors. New program practices of the master plan include the CD summer pre-freshman program; a CD retention center; an academic advisement, counseling, and registration center; an early alert retention system; block programming of courses and linkage with faculty for high-risk students; pairing of learning-to-learn courses and retention courses; the NewStart program; and a three-year group counseling curriculum. The master plan also includes a research and evaluation program. The second part of the master plan consists of a group counseling curriculum to foster personal growth, self-acceptance, and responsibility among students. The third part focuses on Abraham Maslow's Hierarchy of Needs, which pinpoints different needs to be developed with each progressing school semester. (YKH)

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Three-Year College Discovery Master Plan

Bronx Community College, 1998-2001

Parts I-III

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Three-Year College Discovery Master Plan
Bronx Community College: 1998-2001

I

Re-structuring for the Third Millennium

Shirley Smith, Ph.D.
Director of College Discovery and Counseling

BRONX COMMUNITY COLLEGE
Of The City University of New York
Department of Student Development
1998

The Department of Student Development at Bronx Community College has re-structured its counseling programs and support services to enable the third millennium CD students to acquire an Associate Degree-level of education. This re-structuring has taken place in the following areas: (1) the role of the Director of College Discovery and Counseling; (2) new staff positions; (3) new program practices; and (4) a new research and evaluation program.

1. The role of the Director of College Discovery and Counseling

(1998 - 2001)

General counseling and the College Discovery Program have merged into one program within the Department of Student Development. For the third millennium, the Director of College Discovery and Counseling will be:

(a) A Builder of an educational community. The Director will strengthen the liaison assignments of counselors to various academic departments through the vehicle of paired-courses for retention. The faculty in each academic department will teach a Learning-to-Learn course and his or her counselor partner will conduct group counseling for success.

(b) A Developer of the professional growth of counselors particularly in group counseling practice, in the multi-cultural modalities of counseling, and in the application of the humanizing, Rogerian approach of empowering students in the classroom.

(c) A Developer of a group modality of supervision wherein teams of counselors work to help each other grow professionally and who meet 4 times during each semester of the academic year in small-group supervision.

1. The role of the Director of College Discovery and Counseling

(1998 - 2001)

(Continued)

(d) A "First-Among-Equals" administrator enlisting counselors as consultants or as a "kitchen cabinet" and who meet with him/her monthly to generate innovations or solutions to critical problems.

(e) An Advocate who sponsors change for an expanded definition of CD students that includes and affirms the new disadvantaged groups of the third millennium: the "vanishing"Afican-American male students; the "vanishing" Hispanic male students; the monolingual ESL students; and , the COPE students i.e., the single-parents on welfare who are forever on the verge of being prematurely assigned out of their college studies into WEP.

2. New Staff Positions

(1998 - 2001)

(a) Supplemental Learning Instructor acts as a liaison to all the academic support services of the college. He/she will be in charge of recruiting and training tutors. He/she will be working with a counselor in training CD students as peer helpers to fellow CD students. Working with the supplemental instructor, the CD tutors and CD peer helpers will constitute a new force in helping probationary students. The whole program will be located in the CD Retention Center.

(b) Social Worker will be making referrals for CD students including: AFDC, food

stamps, utility payments, low-income housing, medical assistance, Social Security,

2. New Staff Positions

(1998 - 2001)

(Continued)

Department of Employment Services, and legal services. He/she will also be conducting group sessions over family dysfunction issues, abuse, battering, etc.

(c) Financial Aid Administrative Assistant will monitor and review financial aid applications, apprise the CD constituency with changes in financial aid policy, and troubleshoot problems that delay the delivery of financial aid to students.

(d) Computer Technician will input and generate various databases and prepare reports on any particular segment of the CD student population on any number of variables under study.

(e) CD tutors will help fellow CD students work on their basic skills in writing, reading, and math.

(f) CD peer counselors will facilitate group sessions helping CD students on academic probation to deal with issues of college survival, academic difficulties, financial and personal problems. Advanced ESL students, in particular, can begin to work with counselors as facilitators in the "conversation workshops" for the basic-or intermediate-level ESL students.

3. New Program Practices

(1998 - 2001)

(a) CD Summer Prefreshman Program is the most successful "headstart" program in CUNY. The College Discovery Program at Bronx Community College will continue to pursue the consortium enterprise and join the effort of other colleges to incorporate more innovative teaching and counseling practices into the summer program.

(b) CD Retention Center (see section 1 on Supplemental Instruction) where group sessions on study skills and study habits will be conducted for CD students on academic probation. Together with CD tutors and CD peer counselors, this operation will be the nerve center of the CD program's effort to retain its students.

(c) Academic Advisement, Counseling, and Registration Center. There will be continued contact with the Center by students. The Center would be a year-round operation and it will emphasize developmental advising: (1) Academic counseling (monitor academic progress: time management, study habits, study skills), (2) personal counseling (establish life goals and explore personal problems), and (3) career planning (relate interests, abilities, and values to career plans).

(d) Early Alert Retention System (EARS): computerized system of alerting students with regard to their academic status - EARLY in the semester. Scantron forms will be processed according to different alert types (frequent absences, lateness,

need for tutoring, need for psychological services, etc.) bubbled in by

3. New Program Practices

(1998 - 2001)

(Continued)

instructors/counselors and followed up for further action by peer helpers via telephone and/or letters.

(e) Block Programming of courses and Linkage with faculty for high-risk CD students (ENG-01, RDL-01, MTH-01/03) and ESL students (ESL-01, RDL-05, LAN 15). Counselors will offer an orientation and career development course (OCD-01) in conjunction with faculty teaching the remedial courses. For ESL students, OCD-01 will be conducted as a series of "conversation" (English Only) to hasten the "immersion" of ESL students into the writing and speaking of English. Faculty and counselors meet monthly to plan how to better meet the learning and counseling needs of these high-risk students.

(f) Pairing of Learning-to-Learn course + Retention course: Academic faculty will teach the Learning-to-Learn course (LTL-11) and counselors will conduct group sessions in contract-mediated self-management for success. Faculty and counselors meet monthly to plan how they can further improve their joint effort to increase the retention of students on academic probation.

(g) NewStart program: intensive individual counseling for (1) re-admitted (previously suspended) students, (ii) probationary students who cannot attend the Paired LTL-11 + Retention course, and (iii) "recidivists" who are in and out of probation.

3. New Program Practices

(1998 - 2001)

(Continued)

(h) A three-year Group Counseling Curriculum (see Part II of the Three-Year CD master plan) and an Individual Educational and Career Plan that monitors and reinforces student progress throughout the six-semester lifecycle of the CD student at Bronx Community College (see Part III of the Three-Year CD master plan).

4. Research & Evaluation Program

(1998 - 2001)

There will be a deliberate integration of a research orientation into program practice. It is the counselor who empirically observes, tests, and reassesses approaches to situations that arise in working with students. Counselors discover and use knowledge in the course of day-to-day activities and seek reliable information to improve practice. They need more direct support in such activities through usable information, and opportunities to translate insights and problem-solving methods into measurable outcome. Counselors are most likely to benefit when they are integrally involved -- when they can formulate questions and use systematic data to develop knowledge they perceive relevant to practical educational concern.

Microsoft ACCESS will generate the database system suited for management and research uses. It can maintain an extensive amount of information on a large number of students, and has

control features which permit a small, nontechnical staff to manage this information with sufficient ease. Individual records can be directly added, updated, reorganized and extracted; tailored listing and summary reports can be produced; and database elements can be selectively joined with additional data elements residing on separate files.

Major advantages of maintaining a database are the comprehensiveness and increased accuracy of information, the speed and ease of reporting and the ability to incorporate new data as necessary for different research problems. Automated data can be instantaneously used for statistical analyses.

Microsoft ACCESS also serves as a tool by which program staff can experimentally investigate and assess specific practices in instruction, counseling, and tutoring. The system facilitates longitudinal analysis and comparison which take into account students' background characteristics as well as their exposure to specific program treatments.

Some of the advantages of using database information to conduct research can be summarized as follows:

1. Wide coverage to facilitate generalizability.
2. A large enough N to permit a number of simultaneous controls in data analysis.
3. A long enough time-series of data to allow analysis before and after a particular intervention.
4. The potential for combining files to facilitate the analysis of interventions, the construction of comparison groups, and the generation of histories for individual respondents.

Summary

The iconographies of the third millennium are upon us: the Internet, the sites and chat rooms in the web, and e-mail. They all symbolize the coming together of a global "village." The re-structuring of College Discovery College embodies this collaborative thrust of the third millennium:

1. The Director of College Discovery and Counseling strives to create an educational community from among counselors and between counselors and academic faculty.
2. The new staff positions, particularly those of the CD tutors and CD peer counselors, reflect the effort to "give back" to the CD program and the college community.
3. The new program practices are infused with a group counseling approach and characterized by block programming of courses and linkage with faculty to increase student retention.
4. CD counselors contribute directly to a shared informational database, which they also use to make program decisions and conduct analytical research. This collaborative relationship between research and educational practice can encourage more active inquiry, experimentation, and assessment by CD counselors as program practitioners.

Three-Year College Discovery Master Plan
Bronx Community College: 1998 - 2001

II

College Discovery's Group Counseling Curriculum For Educational and Career Development: A Three-Year Model for Increasing Retention

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BRONX COMMUNITY COLLEGE
Of The City University of New York
Department of Student Development
1998

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Student development counseling is an ongoing process which can take place at any point in a student's life and may occur throughout the student's stay in college (Erikson, 1982). The emphasis in such counseling is on helping students achieve positive personal growth regardless of the stage of development in which they find themselves (Drum, 1990). Instead of being crisis-oriented, student development counseling is preventive in nature (Hamachek, 1995). The counselor tries to help the student achieve self-understanding and greater awareness and appreciation of his or her potential as a developing person (Heath, 1990). Self-acceptance is fostered as well as the ability to make greater use of capabilities. Counselors help student develop their capabilities to the greatest extent possible (Loxley and Whiteley, 1996). One aspect of such development is the acceptance of more responsibility for one's behavior and actions, and for the decisions and choices which must be made regarding one's education and career (Whiteley, 1992).

I. Group Counseling Approach

Group counseling is a very useful vehicle for student development counseling (Bloom, 1991). Methods can include several kinds of group work, such as sessions to orient students to college and inform them of instructors' expectations. College Discovery at BCC has chosen to develop group counseling units known as Orientation and Career Development (OCD) courses. Other sessions of group counseling might include career planning and development. Films, guest speakers and workshops are all methods which can be used effectively to promote group counseling for College Discovery (CD) students. Group methods tend to be effective since change and acceptance of change can be facilitated through group interaction and feedback, the

exploration of feelings, and group support and positive reinforcement (Bowman, 1987)

Some of the major areas of concentration in a comprehensive CD group counseling program might include such things as orientation to college, goal-setting and decision-making, career exploration, educational planning and personal/social/educational and academic problem-solving. Other areas might deal with preparation and financial planning. Such information is most effectively imparted to students through a group counseling program, although use can be made of individual counseling, information giving and referrals as well. The advantages of group counseling include the following:

a. The possibility of CD students receiving feedback from peers.

b. The opportunity for CD students to gain and share knowledge and awareness of various options in their lives.

c. The opportunity for better self-understanding through the group process.

d. The chance to explore the personal relevance of career options through the group interaction.

e. The opportunity to make and evaluate decisions.

f. The chance to put plans into action and to evaluate the consequences.

g. The opportunity to assess and receive feedback regarding the suitability of decisions (Corey and Corey, 1988: Trotzky, 1989).

Basically, the various aspects of a group counseling program serve the purpose of providing a small group structure through which the essentials of counseling can be achieved. Such a structure enables counselors to reach more students and provides students with specific information which they need to have. At the same time it offers a forum for discussion of mutual problems and solutions to problems. All this can be done in a systematic way as part of the CD group counseling curriculum.

II. Maslow's Theory of Motivation

As the counseling field has become more attuned to the developmental perspective in student counseling, there have been increased efforts to provide training and information about intervention in the student's life development to the counseling practitioner. Unfortunately, most of the existing literature has remained decentralized, is often contradictory, and is generally unconnected in its implications for counseling interventions at different stages in the student life cycle.

Gaining a comprehensive view of the kind of interventions suggested by student development theorists and researchers can be an overwhelming task (Winston et al., 1987). Typically the busy practitioner has little time to separate fact from fiction or data from speculation and make sense out of this conceptually cluttered and frequently contradictory literature.

Maslow's theory of hierarchical needs underlies all the themes basic to all frameworks of student development (Winston et al., 1987). Maslow (1954) arranged the basic human needs in a hierarchy, i.e. according to their urgency and importance. Students strive to fulfill or satisfy one or several of these human needs.

Needs Category	Students' Needs
PHYSIOLOGICAL needs. People need food, shelter, and clothing to stay alive. These are survival needs.	Money, tuition, food health, clothes, books car fare, passing grades.
SAFETY needs. People need to feel safe from danger (physical safety) and safe from things that are upsetting (emotional safety)	Adequate study habits and study skills; have focused career goals; avoid academic probation and academic suspension.
LOVE-BELONGINGNESS needs. People need to belong, to be with other people, to be loved to be liked, to be accepted. They want to feel they are important to others.	Peer associations; faculty-student interactions; clubs activities; acceptance in group.
ESTEEM needs. People need respect from other people. They need to be proud of themselves and that other people are proud of them. They want other people to admire them and what they do.	Advancement based on academic achievement Honors Positive feedback from Instructors. Respect from peers and instructors.
SELF-ACTUALIZATION needs. People need to feel satisfied with themselves. This satisfaction can come from doing a good job, finding new interests, gaining and finding new meaning in life.	Unique accomplishments Increasing responsibility. Independence of action. Initiative in setting goals And standards. Community service.

The principles of prepotency and reversibility govern the dynamics of this ladder of needs. Prepotency means that a basic, lower need must first be satisfied before an individual can "climb" to the next higher need. A student suffering from flu is far more concerned in recovery (Survival needs) than in being accepted or loved by his or her classmates (Love-Belongingness needs). Reversibility postulates that any given stage is vulnerable to a prepotent need of a previous stage and the individual must "return" to take care of the need of the previous stage so that he or she can maintain the "threatened" stage. An honor student who begins to get failing grades will have

to take care of tuition, book money, and health needs (Survival needs) before he or she can re-focus on getting A grades in his or her courses (Self-Esteem needs).

The Three-Year Group Counseling Curriculum for Educational and Career Development is schematized along five dimensions: (a) based on Maslow's theory of motivation, a description of students' hierarchy of needs which recapitulate the basic themes and dynamics of student development; (b) a description of entry points for counseling interventions through the OCD courses at different time frames in the student's life cycle; (c) teams of counselors assigned to each of the three years of the CD student's life cycle at Bronx Community College; (d) an Individual Educational and Career Plan (IECP) which is designed to monitor and reinforce the progress of the CD student through the six semesters of the three-year plan; and (e) the use of Microsoft ACCESS to generate a database from which outcome and process variables can be collected and analyzed.

III. Group Counseling Curriculum Chart
For Educational and Career Development:
A Three-Year Model for Increasing Retention:

SURVIVAL NEEDS: Students seek information about the totality of the college experience: about classes, quizzing other students or counselors as to what to major in or how to obtain financial aid. This process is healthy, since it helps reduce anxiety and tell them what to do in order to survive in college.

First semester*

Group counseling Intervention	Team of Counselors	IECP	Research & Evaluation
Computer Assisted-Interactive & Multi-Media Supported Programs on survival issues in college (see Appendix A)	A team of counselors will conduct group counseling sessions on college survival as part of a block-program + linkage with faculty (see Appendix A)	1st-semester* Plan of Survival (see IECP)	Outcome: GPA Credits completed Retention Process: How & Why learning occurred? How & Why counseling worked?
Early Alert Retention System (EARS) (see Appendix B)	A team of counselors will conduct "conversations" with ESL students in group counseling sessions on college survival as part of a block-program + linkage with faculty (see Appendix A)		

*The CD Pre-Freshman summer sessions can be considered the first semester in this model. Bronx Community College has joined a consortium of other CUNY units in a CD Pre-Freshman summer program proposal for state funding. The consortium proposal incorporates the innovative teaching and counseling approaches featured in this three-year CD Master Plan.

III. Group Counseling Curriculum Chart
for Educational and Career Development:
A Three-Year Model for Increasing Retention
(Continued)

SAFETY NEEDS: One of the most disruptive features in college life is failing to have some notion of what is ahead, for it to be utterly unpredictable and uncertain. Some students are good at using the past as an excuse for their failure. Control makes students feel better if they can have a sense of what is ahead. They are able to map out how they will change and grow, then proceed planfully, guided by rational choice, to live out their personal prophecies.

Second semester

Group counseling Intervention	Team of Counselors	IECP	Research & Evaluation
Noel-Levitz Retention Management System* (OCD-01 course) for regular CD students and CD students on ACADEMIC PROBATION (see Appendix C)	A team of counselors will conduct group counseling sessions in OCD-01 as part of a block-program + linkage with faculty (see appendix C)	2nd -semester Retention Plan (see IECP)	Outcome: GPA Credits completed Retention Process: How & Why learning occurred? How & Why counseling worked?
Early Alert Retention System (EARS) (see Appendix B)	A team of counselors will conduct "conversations" with ESL students in group counseling sessions in OCD-01 as part of a block-program + linkage with faculty (see Appendix C)		

*Noel-Levitz have devised a survey and were able to extract from the responses to the survey a "proneness" profile to attrition. The "proneness" profile has several indicators that alert student and counselor into taking steps to prevent attrition.

III. Group Counseling Curriculum Chart
for Educational and Career Development:
A Three-Year Model for Increasing Retention
(Continued)

SAFETY NEEDS (Continued): To feel secure and stable, students must have synthesized knowledge about themselves and the world of work into appropriate career plans, both making an emotional commitment and taking steps now to allow realization of career goals.

Third semester

Group counseling Intervention	Team of Counselors*	IECP	Research & Evaluation
Career & Occupational course (see Appendix D)	A team of counselors will conduct group counseling sessions in OCD-11 A team of counselors will conduct "conversations" with ESL students in group counseling sessions in OCD-11 (see Appendix E)	3rd-semester Career & Occupational Plan (see IECP)	Outcome: GPA Credits completed Retention Process: How & Why learning occurred? How & Why counseling worked?

*A team of six counselors will follow the CD student's life-cycle in college. Two counselors will be assigned to the First-Year Cycle, the next two counselors to the Second-Year Cycle and the remaining two counselors to the Third-Year Cycle as CD students "spiral up" toward graduation.

III. Group Counseling Curriculum Chart
for Educational and Career Development:
A Three-Year Model for Increasing Retention
(Continued)

LOVE-BELONGINGNESS: Students must have developed relationships with peers characterized by trust and willingness to assume meaningful responsibility for assisting others to learn or become more mature.

Fourth semester

Group counseling Intervention	Team of Counselors	IECP	Research & Evaluation
Study Groups on Academic Learning (see Appendix F)	A team of counselors will conduct study groups on Academic Learning CD tutors and CD peer helpers will assist counselors in the CD Retention Center*	4th-semester Academic Plan (see IECP)	Outcome: GPA Credits completed Retention Process: How & Why learning occurred? How & Why counseling worked?

*The Supplemental Learning Instructor will train CD tutors. Counselors will train CD student volunteers in peer counseling. The CD tutors and the CD peer helpers will constitute a new force in helping probationary CD students. The program will be located in the CD Retention Center.

III. Group Counseling Curriculum Chart
for Educational and Career Development:
A Three-Year Model for Increasing Retention
(Continued)

ESTEEM NEEDS: Self-esteem means that students have a positive self-image of themselves. Students sustain an inner assurance that they can accomplish whatever may be necessary in successful adaptation. Students sense a clear continuity between themselves, their parents and other family members. Despite periods of occasional turmoil or upset, they are able to find ways to continue performing successfully in the academic environment, utilizing past competencies to cope.

Fifth semester

Group counseling Intervention	Team of Counselors	IECP	Research & Evaluation
Self-Esteem Building* (see Appendix G)	A team of counselors will conduct group counseling sessions on Self-Esteem Building	5th-semester Plan for Self-Esteem Building (see IECP)	Outcome: GPA Credits completed Retention Process: How & Why learning occurred? How & Why counseling worked?

*The Department of Student Development may want to develop the syllabus on Self-Esteem Building into an experimental course and propose the course to the College's curriculum committee as OCD-13.

III. Group Counseling Curriculum Chart
for Educational and Career Development:
A Three-Year Model for Increasing Retention
(Continued)

SELF-ACTUALIZATION NEEDS: Students see their lives as "success" stories, consider their chosen careers as fulfilling their values, and are now ready "to give back" to the college and community.

Sixth semester

Group counseling Intervention	Team of Counselors	IECP	Research & Evaluation
Success Scripts* (see Appendix H)	A team of counselors will conduct group counseling sessions on Writing Success Scripts	6th-semester Plan for Success Scripts (see IECP)	Outcome: GPA Credits completed Retention Process How & Why learning occurred? How & Why counseling worked?
- or -	- or -		
Training in Peer Counseling (see Appendix I)	A team of counselors will train CD student volunteers in peer counseling		

*The Department of Student Development may want to develop the syllabus on Writing Success Scripts into an experimental course and propose the course to the College's curriculum committee as OCD-14.

Summary

Part I established our preferred approach to counseling. The curriculum adopts the group counseling approach as one of the most effective intervention techniques for the retention of CD students.

Part II gave a brief overview of Maslow's themes underlying the myriad developmental tasks students must successfully negotiate during their life cycle as students. This will sharpen counselor assessment on the current and historical status of students' growth and development according to Maslow's model.

Part III charted issues derived from Maslow's model of a hierarchy of needs which can lead to goal setting and planning for college success and retention. Time frames are permeable and tasks are highlighted that are likely to be associated with that semester. It would be an error to accept stages or periods as fixed and uninfluenced by individual differences. There are many factors that make it almost impossible to present an accurate rendering of the life course for any individual student.

Microsoft ACCESS will provide the CD program administration with better information on how program services are being delivered and enable the administration to improve program accountability. Are students receiving services appropriate to their needs? Is the distribution of services equitable? Are program operations efficient? Using their information, teaching, counseling, and tutoring practitioners can better follow individual students' progress over time and at critical points where intervention may be necessary. For example, the database will make it easier to identify students who are at risk of withdrawal, academic failure, or loss of financial aid. Preventive action can then be taken. Microsoft ACCESS also serves as a tool by which program staff can experimentally investigate and assess specific practices in instruction, counseling, and tutoring -- how they are implemented and how they relate to student learning. Such an

investigation should give us insight into the processes that produces changes in students, and the reasons for these changes. Then we may better specify the properties of the program environment as well as interactions in that environment that can be linked to successful student outcomes.

The chart summarizes the main thrust of the group counseling curriculum. We hope that this framework can serve an organizing and heuristic function for those who adhere to a theory of student development. In addition, we hope it will aid the CD counselor in developing a more comprehensive understanding of the student life course: its rhythms, cycles, seasons, and markers. Such an understanding can further our interventions with students, legitimize studenthood as a time of growth and change, and provide a framework for systematic assessment and facilitation of student life changes.

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APPENDIX A

Computer-Assisted & Multi-Media Supported Programs for College Survival

Innovative features:

(1) Utilization of computers and multi-media resources on survival issues in college for CD and ESL students.

(2) Counselors will conduct "conversations" in groups (English Only) with ESL students on survival issues to hasten the "immersion" of these students in the writing and the speaking of English.

(3) BLOCK programming of courses and LINKAGE between counselors and faculty working to forge a learning community that meets monthly to plan how to provide for the learning and counseling needs of CD and ESL students.

Session I. Computer-Assisted
Counseling Laboratory (Loew 320)
Everything You Wanted to Know
About BCC
How to Compute Your GPA
Pell and Tap

Session II. Learning Center
(Sage Hall)
Time Management
Handling Stress

Session III. Computer-Assisted
Counseling Laboratory (Loew 320)
Probation and Suspension
(Less than 24 degree credits)
Probation and Suspension
(More than 24 degree credits)
Rate of Progress

Session IV. Learning Center
(Sage Hall)
Note-Taking and Reading Skills
Test-Taking Skills

Session V. Computer-Assisted
Counseling Laboratory (Loew 320)
SIGI
Resumes

Session VI. Learning Center
(Sage Hall)
Job Interviews
Job Attitudes and Habits

APPENDIX B

Early Alert Retention System (EARS)

The model known as Early Alert Retention System (EARS) is proposed for adoption in the fall of 1998. It is a first step in identifying students who may be experiencing anxiety or frustration resulting from academic or other difficulties, and is a referral vehicle for those students to appropriate resources for help.

The process

The instructor initiates the process by filling out a scantron card and shading off the pertinent categories for referral:

TERM	DEFINITION
ALERT	An alert is any of the options checked by an instructor when completing an early alert scantron form. For each student, an instructor could check one or more of the following alerts: 1) OK - student doing alright 2) R - student needs remedial skills 3) S - student needs study skills/time Management 4) T - tutoring 5) C - counseling 6) A - class attendance needs improvement 7) M - missed too many classes, should drop 8) W - student has withdrawn from this class
OK - Alert	OK or W alerts are counted as OK-alerts.
NOT - OK alert	Alerts other than OK or W are counted as NOT-OK alerts.
PASSRATE	Passrate is a numerical index which describes the rate at which student successfully passed their courses (A, B+, B, C+, C, D+, D, P). Early semester drops as well as W are not included in the computation of passrate.

The EARS scantrons are forwarded, via messenger service*, to the department of Student Development where counselors/peer helpers will attempt to contact the student by telephone.

---

*Student aides, on each Thursday of the week, will pick up the scantron forms from faculty in the various departments involved with EARS.

When contact is achieved, the student is informed of the instructor's concern for the student's successful achievement in the particular course(s). The student is also told of the various support services that are available such as personal counseling, academic advisement, educational and career advisement, individual tutoring available for subject areas, audio-visual sets on study skills. The student is notified of the last day to drop the courses and is also urged to make an appointment to see a counselor, to return to class(es), and to speak with the instructor making the referral.

If the student is not contacted by telephone, the department of Student Development will send a letter requesting that the student call or visit the Counseling office and the instructor (See Appendix C).

In either case, the instructor is informed of the results of the contact through a Report Form and a duplicate of this form is placed in the student's file. Approximately one week is allowed for action to be taken from initial referral through the follow-up to the instructor.

It is essential that the faculty receive thorough training on the system in order for each instructor to understand and recognize the signs of anxiety and frustration. They are then able to make the appropriate referral through the system. When the instructional division and counseling department each understand their responsibilities for each step of the process, the counselors/peer helpers will be able to make timely contact with the students and help them address their issues before they become problems.

APPENDIX C

Orientation & Career Development Course (OCD-01)
Syllabus
(Based On Noel-Levitz Retention Management System)

Innovative features:

(1) Utilization of Noel-Levitz strategies for retention of CD and ESL students who are at their most vulnerable in the second semester when they usually place themselves on ACADEMIC PROBATION.

(2) Counselors will conduct "conversations" in groups (English Only) with ESL students on strategies for retention so that these students can persist in college.

(3) BLOCK programming of courses and LINKAGE between counselors and faculty working to forge a learning community that meets monthly to discuss how to provide for the learning and counseling needs of CD and ESL students who may be on ACADEMIC PROBATION.

MODULE I - Educational Planning
SUCCESS ON DEMAND
How To Ask for Help
GIVING YOURSELF A CHANCE
TO LEARN
Time Management
Study Habits
Study Skills
GETTING THE MOST OUT OF
YOUR PROFESSOR
How To Establish a Good
Working relationship
with your professor
STAYING IN COLLEGE LONG
ENOUGH TO GRADUATE
How to Avoid Academic
Probation & Suspension
MODULE II - Career Planning
WHAT I AM (Personality Type)
& MY CAREER CHOICE
WHAT I LIKE TO DO (Interests)
& MY CAREER CHOICE
WHAT I CAN DO
& My Career Choice
WHAT IS IMPORTANT TO ME
& MY CAREER CHOICE
MAKING UP YOUR MIND ON
A CAREER (Decision-Making)

APPENDIX D

Careers and Occupations Course (OCD-11)
Syllabus

Innovative features: (1) Utilization of computer program - SIGI - for career and occupational exploration.
(2) On-line utilization of INTERNET for job search in the WEB and the practice writing of resumes.

Module I
Sources of Employment
Initial Contacts with Employers
Writing a Resume
Preparing for an Interview
Module II
Adjustment to Work
You & Your Supervisor
You & Other Workers
Module III
Learning Successful Job Actions
Learning How To Judge Yourself On The Job
Learning How To Prepare For A Promotion
Learning How To Ask For A Raise Or Promotion
Module IV
Learning How To Set Up A Good Job Reference
Learning The Wrong Way To Leave A Job
Learning How To Resign

APPENDIX E

Careers and Occupations Course (OCD-11) for ESL students
Syllabus

Innovative features:

(1) Utilization of computer program - SIGI - for career and occupational exploration.

(2) On-line utilization of INTERNET for job search in the WEB and the practice writing of resumes.

(3) "Conversations" in groups (English Only) with ESL students on careers and occupations.

(4) Advanced ESL students will begin to work with counselors as facilitators in the "conversation" workshops held for basic-or intermediate-level ESL students.

Module I
Career Profile (SIGI)
Resume (Computer Lab)
Interviewing (Case Studies)
Module II
Be on Time
Be Responsible
Stick to Schedule
Module III
Follow Directions
Be Friendly & Helpful
Remember, Business Comes First
Keep Yourself Busy
Module IV
Take Criticism Wisely
Leave Your Blues At Home
Get Along with Others
Take Pride in Your Work
Module V
Don't Argue with Your Boss
Above All, Be Honest

APPENDIX F

Study Groups: A Counseling Strategy
to Promote Academic Success

Innovative features:

(1) Utilization of group process and group dynamics to create a support network for students.
(2) Students utilize each other's strengths to acquire and practice learning skills.
(3) Probationary students will be required to participate in these study groups.
(4) CD tutors and CD peer counselors will assist counselors in working with probationary CD students.

The study groups meet once a week for two hours for ten weeks. These groups are not credit-bearing, but attendance is mandatory. The groups are conducted by two counselors. The aims of the groups are: (1) examine some of the problems and causes of poor academic performance leading to academic probation; (2) to develop support systems in peer groups that might be used as a means of helping these students gain insight into effectively understanding their role as students; (3) to develop coping strategies that might be used to overcome academic difficulties; (4) to develop an ongoing, structured intervention to curtail poor academic performance.

Topics for discussion will include note taking, systematic reading, vocabulary building, concentration, recalling learned material, term papers and test taking. Assignments such as keeping scheduled diaries, keeping vocabulary cards and utilizing support services, will be given to reinforce information covered during each session. At the initial group session the students will be asked to sign a contract. In the contract, they will indicate strategies they would employ to improve their learning abilities and grade point averages. Students will be given a copy of the contract to serve as a reminder of what they had agreed to do.

Group structure creates an atmosphere where students feel free to discuss other concerns and problems affecting their academic performance, including the offering of support and advice to help each other. The feedback during discussions and participation in group assignments will inevitably create positive feelings about being in the group.

During the final session, students will be given a questionnaire which attempts to ascertain their perceptions of the group experience. These perceptions will be compared with their actual performance at the end of the semester.

APPENDIX G
Self-Esteem Building
(Syllabus)

Innovative features: (1) Before-After comparison of Self-Esteem measures of CD students.
(2) Correlate positive changes in Self-Esteem of CD students to their academic success.
(3) CD Students will join Honors society and consider becoming a tutor or peer counselor.

Module I - - SECURITY: A feeling of strong assuredness. Involves feeling comfortable and safe; knowing what is expected; being able to depend on individuals and situations; and comprehending rules and limits.

Unit I: Build a Trusting Relationship
Unit 2: Set Reasonable Limits and Rules That Are Consistently Enforced
Unit 3: Create a Positive and Caring Environment

Module II - SELFHOOD: A feeling of individuality. Acquiring self-knowledge, which includes an accurate and realistic self-description in terms of roles, attributes and physical characteristics.

Unit 4: Reinforce More Accurate Self-Descriptions
Unit 5: Provide Opportunities to Discover Major Sources of Influence on the Self
Unit 6: Building an Awareness of Unique Qualities
Unit 7: Enhance Ability to Identify and Express Emotions and Attitudes

Module III - AFFILIATION: A feeling of belonging, acceptance or relatedness in relationships that are considered important. Feeling approved of, appreciated and respected by others.

Unit 8: Promote Inclusion and Acceptance Within the Group
Unit 9: Provide Opportunities to Discover the Interests, Capabilities and Backgrounds of Others
Unit 10: Increase Awareness and Skills in Friendship Making
Unit 11: Encourage Peer Approval and Support

Module IV - MISSION: A feeling of purpose and motivation in life. Self-empowerment through setting realistic and achievable goals and being willing to take responsibility for the consequences of one's decisions.

Unit 12: Enhance Ability to Make Decisions, Seek Alternatives and Identify Consequences
Unit 13: Aid in Charting Present and Past Academic and Behavioral Performances
Unit 14: Teach the Steps to Successful Goal-setting

APPENDIX G

Self-Esteem Building*
(Syllabus)
(Continued)

Module V - COMPETENCE: A feeling of success and accomplishment in things regarded as important or valuable. Aware of strengths and able to accept weakness.

Unit 15:	Provide Opportunities to Increase Awareness of Individual Competencies and Strengths
Unit 16:	Teach How to Record and Evaluate Progress
Unit 17:	Provide Feedback on How to Accept Weakness and Profit from Mistakes
Unit 18:	Teach the Importance of Self-Praise for Accomplishments

*The Department of Student Development may want to develop this syllabus into an experimental

course and propose the course to the College's curriculum committee as OCD-13.

APPENDIX H

Re-Writing the Scripts by Which Students Live*
According to Each Student's Cultural Narrative
(Syllabus)

Innovative features: (1) Helping CD students re-write stories of failure into stories of success.

(2) Exploring cultural values and traditions that shaped the success stories of CD students.

Old Scripts	New Scripts
1. I GOT FS' SO THERE IS NO POINT IN TRYING.	I AM NOT GIVING UP ON MYSELF.
2. I GET NO BREAKS AT ALL.	I CAN USE SOME HELP.
3. I HAVE ENEMIES AND THEY ARE USUALLY MY TEACHERS.	I AM GOING TO FIGHT FOR WHAT I DESERVE.
4. I CAN'T SAY NO!	I'LL LOOK OUT FOR MYSELF.
5. I AM NOT SURE WHAT I REALLY WANT FROM COLLEGE.	I KNOW WHERE I AM GOING.
6. I LET THINGS GET IN THE WAY.	I LET GO OF WHAT GETS IN THE WAY
7. I DON'T GIVE MYSELF ENOUGH CREDIT.	I CAN MAKE IT.
8. I HAVE TO DO THINGS MY WAY.	I PLAY BY THE RULES.
9. I PUT MYSELF DOWN.	I MAKE THE MOST OF WHAT I HAVE.
10. I DO NOT HAVE A GOOD TRACK RECORD.	I CAN SHAPE MY FUTURE.
11. I NEVER SEEM TO GET IT RIGHT.	I CONTROL WHAT I AM DETERMINED TO CHANGE.

*The Department of Student Development may want to develop this syllabus into an experimental course and propose the course to the College's curriculum committee as OCD-14.

APPENDIX I

PEER POWER
(Book I, Workbook by Judith A Tindall, Ph.D.)

Innovative features: (1) Challenge CD students' self-actualization needs so that they are engaged in some form of a "giving back" to the College.

(2) Channel the "giving back" into peer counseling and helping fellow CD students.

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PEER POWER
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I*ndividual* E*ducational* and C*areer* P*lan*

(I E C P)

Dr. *Emilio Santa Rita*

Bronx Community College
Of the City University of New York
Department of Student Development
1998

Individual Educational & Career Plan
(Based on Maslow's Hierarchy of Needs)

SELF-ACTUALIZATION
needs: to share one's
talents and
extend oneself
in helping others.
(**Sixth semester**: pp. **20-22**)

SELF-ESTEEM needs:
the need to be respected
and appreciated.
(**Fifth** semester: pp. **16-19**)

LOVE-BELONGINGNESS nneds:
Study groups to create
networking and support in
acquiring learning skills.
(**Fourth** semester:pp. **13-15**)

SAFETY needs (Continued): Matching
Personality Types, Interest Profiles,
Abilities, and Values to a career.
(**Third** semester: pp. **6-12**)

SAFETY needs: Adequate Asking-for-Help Plan,
Self-Care Plan; Study Plan; and Career
Motivation Plan.
(**Second** semester: pp. **3-5**)

SURVIVAL needs: Money, tuition, food, health, clothes,
books, transportation and minimum GPA to avoid
academic probation.
(**First** semester: pp. **1-2**)

Name .

First Semester

Survival Needs: I need **TAP** to continue paying for my tuition next semester.
I need **PELL** for books and personal expenses.
I need to maintain a **GPA** that will help me avoid academic probation.

USE INTERACTIVE *SUCCESS* PROGRAM IN COMPUTER-ASSISTED COUNSELING LAB (Loew Hall 320)

TAP

1. The minimum number of **cumulative degree credits** I need to pass and complete so I can have **TAP** next semester: _____.
2. The minimum **cumulative degree GPA** I need to obtain so I can have **TAP** next semestr: _____.
3. For full-time students: the minimum **credits/equivalent credits** I need to pass and complete so I can have **TAP** next semester: _____.
4. For part-tim to passand complete so I can have **TAP** next semester _____.

PELL

1. My Expected Family Contribution Code (**EFCC**) is: _____.
2. If I maintain a full-time load of 12 or more credits/credit weights, my **PELL** award will be: _____.
3. If I drop 3 credits/credit weights from my full-time load, my **PELL** award will be: _____.
4. If I drop 6 credits/credit weights from my full-time load, my **PELL** award will be: _____.
5. If I drop 9 credits credit weights from my full-time load, my **PELL** award will be: _____.

REQUIRED GPA

1. Accordin to the **Rate of Progress Chart**, I must pass and complete _____ of degree credits by the end of this semester.
2. According to the **GPA Chart**, I must obtain a **cumulative GPA** of _____ by the end of this semester.
3. The **lowest possible grades** I could afford by the end of this semester.

Courses	**The Lowest Possible Grade I Can Afford**

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First Semester Registration Plan

NAME _____ CURRICULUM _____

STUDENT NO. _____

TELEPHONE NO. _____

SELF ADVISEMENT

Remedial Courses you are taking this semester

ENG 01___ ENG 02 ___

RDL 01___ RDL 02 ___

MATH 01___02___03___04___06____

ESL 01 ___ ESL 02 ___

CHEM 02 ___

Remedial Courses you will take next semester

Course	Credit Wt.
ENG ___	____
RDL ___	____
MATH___	____
ESL ___	____
CHEM ____	____

(A) College level courses you are taking this semester. Courses	Crs.	(B) College level courses you will take next semester Courses	Crs.	(C) Alternate courses for next semester. Courses	Crs.
1. _____	___	1. _____	___	1. _____	___
2. _____	___	2. _____	___	2. _____	___
3. _____	___	3. _____	___	3. _____	___
4. _____	___	4. _____	___	4. _____	___
5. _____	___	5. _____	___	5. _____	___
6. _____	___	6. _____	___	6. _____	___

Evaluating and reviewing your progress for next semester.

1) If you are employed, how many hours do you work weekly _____

2) Home responsibilities (check one) Light ___Moderate___ Heavy___

3) Are you following correctly the remedial course sequence? ___ Yes ___No

4) Did you allow 2 study hours per credit/credit weight hour ___ Yes ___No

5) If you plan to be full time, do you have at least 12 credit/credit weights___Yes___No

6) In light of your mid-term grades and schedule, what is your opinion of your total credit load?

Too little_____ Too much _____ Just about right _____

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Safety Needs: I need to have an *Asking-for-Help Plan*, a *Self-Care Plan*, a *Study Plan*, and a *Career Motivation Plan* to make sure that I stay in college.

I. ASKING FOR HELP PLAN

For what are you trying to achieve, what kind of support do you have? How helpful are you to yourself? Who are your partners and friends?

The ASKING FOR HELP PLAN will help you determine to what extent you reach out to others when you need help to resolve problems.

DIRECTIONS: Read each statement below. Then, under ONE of the three columns, check either "Often", "Sometimes", or "Never or Seldom"

		Often	Sometimes	Never or Seldom
1.	I talk to my professor when his/her lesson is not clear to me.	[ ]	[ ]	[ ]
2.	I talk to my professor when I have problems in class.	[ ]	[ ]	[ ]
3.	I ask my professor how I am doing in class.	[ ]	[ ]	[ ]
4.	I ask my professor what extra work I can do to get an A or B grade.	[ ]	[ ]	[ ]
5.	I talk with my counselor when I have problems coping with the demands of college work.	[ ]	[ ]	[ ]
6.	I talk with my counselor to discuss my career plans.	[ ]	[ ]	[ ]
7.	When necessary, I use the tutoring programs available at the College.	[ ]	[ ]	[ ]

ACTIVITY 1: Look at the total number of "Often" checks. The higher the total, the farther you are from placing yourself on acader ic probation. Now, select ONE "Never or Seldom" statement that you plan to work on so that you can improve your ability to ASK FOR HELP. Write it below.

_____

_____

_____

II. SELF-CARE PLAN

Do you have the ability to balance giving with taking, helping with asking for help, caring with getting something back from your family, friends, and classmates?

The SELF-CARE PLAN will help you determine if you look after yourself and take care of your needs.

DIRECTIONS: Read each statement below. Then, under ONE of the three columns, check either "Often", "Sometimes", or "Never or Seldom".

		Often	Sometimes	Never or Seldom
1.	I let my classmates know when they make too much noise in class.	[ ]	[ ]	[ ]
2.	My friends know when not to call me on the phone.	[ ]	[ ]	[ ]
3.	I postpone running errands for family members when I need to study.	[ ]	[ ]	[ ]
4.	I study with classmates who are serious students.	[ ]	[ ]	[ ]
5.	I exchange lecture notes with my classmates to see what I missed.	[ ]	[ ]	[ ]
6.	I contribute to class discussions.	[ ]	[ ]	[ ]
7.	I spend time with students from whom I can learn.	[ ]	[ ]	[ ]
8.	I know when to get off the phone and return to my studies.	[ ]	[ ]	[ ]

ACTIVITY 2: Look at the total number of "Often" checks. The higher the total, the farther you are from placing yourself on academic probation. Now, select ONE "Never or Seldom" statement that you plan to work on so that you can improve your ability to TAKE CARE OF YOUR OWN NEEDS. Write it below.

_____

_____

_____

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Safety Needs: I need to have an *Asking-for-Help Plan*, a *Self-Care Plan*, a *Study Plan*, and a *Career Motivation Plan* to make sure that I stay in college.

III. STUDY PLAN

You may have a satisfactory place to study, and a suitable study schedule, but, nevertheless, you discover that, almost before you realize it, your study time has passed. You try to remember what you have learned, only to find that it comes to very little.

This Study Plan will help you determine how well you organize your study time and activities.

DIRECTIONS: Read each statement below. Then, under ONE of the three columns, check either "Often", "Sometimes", or "Never or Seldom"

		Often	Sometimes	Never or Seldom
1.	I take time to organize my study, home, and work schedules.	[ ]	[ ]	[ ]
2.	I study at least three hours per day, seven days a week.	[ ]	[ ]	[ ]
3.	When I read, I turn headings into questions, and I try to answer my questions.	[ ]	[ ]	[ ]
4.	I review my classnotes every night before I go to bed.	[ ]	[ ]	[ ]
5.	I begin to work on reports, term papers, and homework assignments as soon as I receive them.	[ ]	[ ]	[ ]
6.	I review daily so I don't have to cram before tests.	[ ]	[ ]	[ ]
7.	I make up a sample test for myself and try to answer it.	[ ]	[ ]	[ ]

ACTIVITY 3: Look at the total number of "Often" checks. The higher the total, the farther you are from placing yourself on academic probation. Now, select ONE "Never or Seldom" statement that you plan to work on so that you can improve your STUDY PLAN. Write it below.

_____

_____

_____

IV. CAREER MOTIVATION PLAN

Motivation is a strong desire to succeed. It means ambition - the desire to reach a goal. Do you know what to do after college? Do you relate your studies to your future career?

The Career Plan will help you determine how well you relate college with your future career.

DIRECTIONS: Read each statement below. Do you agree with the statement? If so, place a check mark in the "I Agree" column. If you disagree, place a check mark in the "I Disagree" column. If you are unsure, place a check mark in the "I Don't Know " column.

		I Agree	I Disagree	I Don't Know
1.	I intend to work hard in college to get good grades.	[ ]	[ ]	[ ]
2.	I plan to take courses that will prepare me for work in the future.	[ ]	[ ]	[ ]
3.	I need a college diploma to succeed.	[ ]	[ ]	[ ]
4.	I need academic skills to get a job.	[ ]	[ ]	[ ]
5.	The type of job I can get will depend on what I know and what I can do.	[ ]	[ ]	[ ]
6.	The type of job I want will require study and work on my part.	[ ]	[ ]	[ ]
7.	I plan to have a better work life than my family.	[ ]	[ ]	[ ]

ACTIVITY 4: Look at the total number of "I Agree" checks. The higher the total, the farther you are from placing yourself on academic probation. Now, select ONE "I Disagree" statement that you plan to work on so that you can improve your CAREER MOTIVATION. Write it below.

_____

_____

_____

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Second Semester Registration Plan

NAME _____ CURRICULUM _____

STUDENT NO. _____

TELEPHONE NO. _____

SELF ADVISEMENT

Remedial Courses you are taking this semester

ENG 01___ ENG 02 ___

RDL 01___ RDL 02 ___

MATH 01___02___03___04___06____

ESL 01 ___ ESL 02 ___

CHEM 02 ___

Remedial Courses you will take next semester

	Course	Credit Wt.
ENG	____	____
RDL	____	____
MATH	____	____
ESL	____	____
CHEM	____	____

(A) College level courses you are taking this semester.			(B) College level courses you will take next semester			(C) Alternate courses for next semester.		
	Courses	Crs.		Courses	Crs.		Courses	Crs.
1.	_____	___	1.	_____	___	1.	_____	___
2.	_____	___	2.	_____	___	2.	_____	___
3.	_____	___	3.	_____	___	3.	_____	___
4.	_____	___	4.	_____	___	4.	_____	___
5.	_____	___	5.	_____	___	5.	_____	___
6.	_____	___	6.	_____	___	6.	_____	___

Evaluating and reviewing your program for next semester.

1) If you are employed, how many hours do you work weekly _____

2) Home responsibilities (check one) Light ___Moderate___ Heavy___

3) Are you following correctly the remedial course sequence? ___ Yes ___No

4) Did you allow 2 study hours per credit/credit weight hour ___ Yes ___No

5) If you plan to be full time, do you have at least 12 credit/credit weights___Yes___No

6) In light of your mid-term grades and schedule, what is your opinion of your total credit load?

Too little_____ Too much _____ Just about right _____

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Safety Needs (Continued)

I need to match my **Personality Type**, my **Interest** Profiles, my **Abilities**, and my **Values** to decide on a career that will motivate me to stay in college.

I. PERSONALITY TYPES AND MY CAREER

Check all the personality types, listed below, that describe how you usually think, act, or make choices in ordinary life situations.

[ ] **Extrovert:** Likes variety and action; tends to be fast; dislikes complicated procedures; often good at greeting people; is impatient with long, slow jobs; interested in the results of a job, in getting it done, and in how other people do it; often does not mind the interruption of answering the telephone; acts quickly, sometimes without thinking; likes to have people around; usually communicates freely.

[ ] **Introvert:** Likes quiet for concentration; tends to be careful with details; dislikes sweeping statements; has trouble remembering names and faces; tends not to mind working on one project for a long time without interruption; is interested in the idea behind the job; dislikes telephone intrusions and interruptions; likes to think a lot before acting; sometimes without acting; works contentedly alone; has some problems communicating.

[ ] **Thinking:** Does not show emotion readily and is often uncomfortable dealing with people's feelings; may hurt people's feelings without knowing it; likes analysis and putting things into logical order; can get along without harmony; tends to decide impersonally, sometimes paying insufficient attention to people's wishes; needs to be treated fairly; able to reprimand people or fire them when necessary; is more analytically oriented - responds more easily to people's thoughts; tends to be firm-minded.

[ ] **Feeling:** Tends to be very aware of other people and their feelings; enjoys pleasing people; likes harmony; often lets decisions be influenced by own or other people's personal likes and wishes; needs occasional praise; dislikes telling people unpleasant things; is people-oriented; responds more easily to people's values; tends to be sympathetic.

[ ] **Practical:** Dislikes new problems unless there are standard ways to solve them; likes an established way of doing things; enjoys using skills already learned more than learning new ones; works steadily, with realistic idea of how long it will take; usually reaches a conclusion step by step; patient with routine details; is impatient when the details get complicated; rarely inspired and rarely trusts inspiration; seldom makes errors of fact; tends to be good at precise work.

I. PERSONALITY TYPE AND MY CAREER (Continued)

[ ] **Intuitive:** Likes solving new problems; dislikes doing the same thing repeatedly; enjoys learning a new skill more than using it; works in bursts of energy powered by enthusiasm, with slack periods in between; reaches a conclusion quickly; impatient with routine details; is impatient with complicated situations; follows inspiration; frequently makes errors of fact; dislikes taking time for precision.

[ ] **Structured:** Works best when able to plan work and to follow the plan; likes to get things settled and finished; may decide things too quickly; may dislike to interrupt the project for a more urgent one; may not notice new things that need to be done; wants only the essentials needed to begin work; tends to be satisfied once a judgement is reached on a thing, situation, or person.

[ ] **Unstructured:** Adapts well to changing situations; does not mind leaving things open for changes; may have trouble making decisions; may start too many projects and have difficulty finishing them; may postpone unpleasant jobs; wants to know all about a new job; tends to be curious and welcomes new light on a thing, situation, or person.

ACTIVITY 1: List your personality types in the left-hand column. Review chapter five in *Getting Set for Success* by Emilio Santa Rita *and/or* other materials assigned by your counselor. Then, in the right-hand column, write one or more possible curricula/occupations that match one or more of your personality types.

PERSONALITY TYPES	CURRICULA/OCCUPATIONS

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Safety Needs (Continued): I need to match my **Personality Type**, my **Interest** Profiles, my **Abilities**, and my **Values** to decide on a career that will motivate me to stay in college.

II. INTERESTS AND MY CAREER

Check your three (3) main INTEREST PATTERNS:

REALISTIC

[ ] Realistic people enjoy physical activity, work with their hands, or heavy work requiring strength and endurance. They often like to work outdoors.

INVESTIGATIVE

[ ] Investigators enjoy asking the questions Why? and How? in their work. They like to work with scientific or technical information, applying it to new situations.

ARTISTIC

[ ] Creative people like to feel free from scheduled routines so that time can be used for creative activities. They express themselves through music, drama, writing, or art.

SOCIAL

[ ] Service workers enjoy activities that involve informing, training, teaching, understanding, and helping others. They find their job satisfaction in helping others.

ENTERPRISING

[ ] Persuaders like to work and talk with people and enjoy convincing others to see things their way. Their success is measured by how well they influence others.

CONVENTIONAL

[ ] These "Data" people use numbers or words in their work in very exact ways. They know that being attentive to detail is important, and they like to work without errors. They often have good clerical or mathematical abilities.

ACTIVITY 2: Review chapter six in Getting Set for Success by Emilio Santa Rita and/or other materials assigned by your counselor. Then, list three possible curricula/occupations that match your three main interest patterns.

INTEREST	CURRICULA/OCCUPATIONS
_____	_____
_____	_____
_____	_____

III (A). ABILITIES AND MY CAREER

Check three (3) ABILITIES that you believe are your strongest or best assets in selecting an occupation.

[ ] Skill in drawing, painting, or arranging displays

[ ] Skill in working with your hands and using tools

[ ] Ability to type rapidly and accurately

[ ] Ability to assemble, repair, operate, or maintain mechanical equipment, machines, or appliances

[ ] Ability to sing or play a musical instrument

[ ] Ability to read, study, and learn from school work

[ ] Ability to keep neat and accurate records and to sort and file reports and other information

[ ] Ability to work with numbers quickly and accurately to compute or estimate amounts of material

[ ] Ability to express thoughts clearly and forcefully

[ ] Skill in working with children or with those who are ill and others who need special help

[ ] Ability to meet and talk to all types of persons with ease

[ ] Ability to analyze situations accurately and to make wise decisions

ACTIVITY 3A: Review chapter seven in Getting Set for Success by Emilio Santa Rita and/or other materials assigned by your counselor. Then, list three possible curricula/occupations that match your three strongest abilities.

ABILITIES	CURRICULA/OCCUPATIONS
_____	_____
_____	_____
_____	_____

Safety Needs (Continued): I need to match my **Personality Type**, my **Interest** Profiles, my **Abilities**, and my **Values** to decide on a career that will motivate me to stay in college.

III (B). WORK ADAPTIVE SKILLS

Identify three (3) adaptive skills that you believe are your strongest or best assets in a work setting.

[ ] **Responsibility:** Ability to see projects through from beginning to end; going beyond one's convenience to complete a job; completing assigned tasks within necessary time limits.

[ ] **Efficiency:** Ability to establish a system to handle daily tasks; schedule chores to avoid needless waste; accomplish assigned tasks on time.

[ ] **Resourcefulness:** Ability to improvise in an emergency situation; ask for assistance or direction when necessary; find solutions to work problems.

[ ] **Flexibility:** Ability to change directions on a project when a better idea is suggested; leave a task half-done when a more important one arrives; adapt to changing styles, ideas, and attitudes of those with whom one is closely associated.

[ ] **Cooperation:** Ability to work for, or under the direction of someone else; work with persons one does not like; make suggestions which others consider important.

[ ] **Judgement:** Ability to balance work demands with family obligations; know when to assert one's opinion and when to hold back; recognize what is easy or what is hard for self.

ACTIVITY 3B: List your three strongest Work Adaptive Skills.

_____

_____

_____

IV (A). PERSONAL VALUES AND MY CAREER

Check the three (3) Personal Values that you believe are the MOST IMPORTANT for you in selecting a curriculum/occupation.

[ ] Achieving satisfaction in my chosen field
[ ] Being relatively free of anxiety and having peace of mind
[ ] Having enough money to buy all the material things I want
[ ] Having control over my own life
[ ] Being able to live up to my moral, ethical, and/or religious standards
[ ] Having time to relax and have fun
[ ] Having the essentials of life without having to worry about providing them
[ ] Having close personal relationships
[ ] Having the freedom to use my creativity or to try out new ideas
[ ] Having a good life in nice surroundings
[ ] Feeling self-confident with a positive outlook on life
[ ] Approval of those whose opinions I respect
[ ] Contributing to the improvement of humankind
[ ] Having the freedom to make satisfying life choices
[ ] Increased wisdom, maturity, and understanding of life
[ ] Accomplishing my life dreams
[ ] Having happy family relationships
[ ] Having physical health throughout my lifetime

ACTIVITY 4A: Review chapter eight in Getting Set for Success by Emilio Santa Rita and/or other materials assigned by your counselor. Then, list three possible curricula/occupations that match your three most important values.

VALUES	CURRICULA/OCCUPATIONS
_____	_____
_____	_____
_____	_____

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Safety Needs (Continued)

I need to match my **Personality Type**, my **Interest** Profiles, my **Abilities**, and my **Values** to decide on a career that will motivate me to stay in college.

IV (B). WORK VALUES AND MY CAREER

For each pair, check the work condition you prefer more:

[ ]	Working indoors	[ ]	Working outdoors
[ ]	Doing mostly physical labor	[ ]	Doing mostly mental work
[ ]	Working at a variety of tasks	[ ]	Concentrating on a single task
[ ]	Working mostly with people	[ ]	Working mostly on my own
[ ]	Taking orders from others	[ ]	Giving directions to others
[ ]	Having flexible hours	[ ]	Having fixed working hours
[ ]	Having a steady job	[ ]	Working on assignments
[ ]	Having a straight salary	[ ]	Working on commission
[ ]	Having employer provided medical insur.	[ ]	Having independent medical coverage
[ ]	Opportunity to travel	[ ]	Stable work location
[ ]	Opportunity to advance	[ ]	Stable level of employment
[ ]	High prestige, high pressure work setting	[ ]	Normal, productive work setting
[ ]	Opportunity for in-service training	[ ]	Routine, unchanging work demands
[ ]	Long years of school preparation	[ ]	Short years of school preparation

ACTIVITY 4B: List your four MOST IMPORTANT Work Values.

_____

_____

_____

_____

V. THREE-STEP DECISION-MAKING SCHEME

The process breaks down a decision into three steps. Each step has a goal for you to accomplish before you move on to the next one.

STEP 1. IDENTIFY YOUR OPTIONS.

- Your options consist of all the different sources of career possibilities that come from your Personality Profile, your Interest Profile, your Skills Profile, and your Values Profile.

An Example of Defining the Options for Making a Decision

Susan wants to declare her major. She has several options from her:

- Personality Profile: As an Extrovert, she would do fine in medicine.
- Interest Profile: As an Investigative type, her first choice was Medical Technology.
- Skills Profile: Her ability to analyze situations accurately supports her choice of X-ray Technology.
- Values Profile: Her personal value of wanting to contribute to the improvement of humankind made her choose being a biology teacher.

- What occupations fit your options?

	Options	Occupations
• Personality Type: (See p. 7)	_____	_____
• Interest Profile: (See p. 9)	_____	_____
• Abilities Profile: (See p. 10)	_____	_____
• Values Profile: (See p. 12)	_____	_____

Safety Needs (Continued)

I need to match my **Personality Type**, my **Interest** Profiles, my **Abilities**, and my **Values** to decide on a career that will motivate me to stay in college.

STEP 2. IDENTIFY YOUR WORK VALUES:

- What are your Work Values? Some examples of work values might be starting salary, benefits, promotional opportunities, number of job openings, work schedule, job security, travel involved, prestige, independence, level of responsibility, chance to help others, or chance to be creative.

Example of identifying the Work Values for Making a Decision:

Susan is a single parent. She has two children, both in grade school. She needs an occupation that would keep her close to her family and give her a stable income so she could get off welfare. She also wants to be recognized and appreciated for her work. She cannot spend years in school constantly leaving her growing children with baby-sitters.

Susan has identified her options and the occupations that match her options. Now she will identify her work values - what she wants and what she needs in her future occupation.

Susan's work values are:

- A job close to home;
- A stable income;
- Recognition and appreciation from co-workers;
- Reasonable number of years of study in college.

What are your four (4) MOST IMPORTANT Work Values? (See p. 13)

_____

_____

_____

_____

STEP 3. MAKE A DECISION CHART:

Sample Decision-Making Chart

Goal: To declare a major

WORK VALUES

Occupations Considered	Family Life	Stable Income	Recognition	Short Years of Study	Occupation Selected
A. Physician	-	+	+	-	
B. Medical Laboratory Technician	+	+	+	+	X
C. X-ray Technician	+	+	-	+	
D. Biology Teacher	+	+	+	-	

Susan evaluates each of the occupations she has found against her work values. She places a plus (+) mark on the chart to indicate that an occupation meets a work value. She enters a minus (-) mark if an occupation does not meet a work value. She leaves the cell blank if the occupation neither adds to nor detracts from the work value. Susan then selects the most desirable occupation.

Susan decides to become a Medical Laboratory Technician. The four plus marks show that this choice meets and reflects all of Susan's work values.

Safety Needs (Continued)

I need to match my **Personality Type**, my **Interest** Profiles, my **Abilities**, and my **Values** to decide on a career that will motivate me tostay in college .

MY DECISION-MAKING CHART

Goal: To declare a major

WORK VALUES

Occupations Considered	Value 1	Value 2	Value 3	Value 4	Occupation Selected
A.					
B.					
C.					
D.					

Evaluate each of the occupations you have found against your work values. Place a plus (+) mark to indicate that an occupation meets a work value of yours. Enter a minus (-) mark to indicate that an occupation does not meet one of your work values. Leave a cell blank if the occupation neither adds to nor detracts from your work value. Then select the most desirable occupation.

I've decided to become a(n) _____. The number of plus marks, on the chart above, shows that my choice of an occupation meets and reflects most of my work values.

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CAREER RESEARCH CHECKLIST

The materials needed to complete this checklist are located in the
Begin by reading the Occupational Outlook Handbook.

1. What occupation are you exploring?_____
2. Why are you interested in this occupation?_____
3. What are the duties of a worker in this occupation?_____
4. What education and/or training is required to enter this occupation?_____
5. What special skills and talents are required in this occupation?_____
6. What is the employment outlook for this occupation?_____
7. Salary for a beginning worker?_____ For an experienced worker _____?
8. Is there anything dangerous, unpleasant, or difficult about this occupation? If yes, what?_____
9. Is there any way you could gain more information about or experience related to this occupation? (Hints: Volunteer program, College Work-Study job, Field Work courses, Independent study, CUNY BA Program, Co-op Educ.)_____
10. Now that you have done some research, do you think you would do well as a worker in this occupation? Why?_____

    Why Not?_____

Third Semester Registration Plan

NAME _____ CURRICULUM _____

STUDENT NO. _____

TELEPHONE NO. _____

SELF ADVISEMENT

Remedial Courses you are taking this semester

ENG 01___ ENG 02 ___

RDL 01___ RDL 02 ___

MATH 01___ 02___ 03___ 04___ 06___

ESL 01 ___ ESL 02 ___

CHEM 02 ___

Remedial Courses you will take next semester

	Course	Credit Wt.
ENG	___	___
RDL	___	___
MATH	___	___
ESL	___	___
CHEM	___	___

(A) College level courses you are taking this semester.	Courses	Crs.	(B) College level courses you will take next semester	Courses	Crs.	(C) Alternate courses for next semester.	Courses	Crs.
1.			1.			1.		
2.			2.			2.		
3.			3.			3.		
4.			4.			4.		
5.			5.			5.		
6.			6.			6.		

Evaluating and reviewing your program for next semester.

1) If you are employed, how many hours do you work weekly _____

2) Home responsibilities (check one) Light ___ Moderate___ Heavy___

3) Are you following correctly the remedial course sequence? ___ Yes ___ No

4) Did you allow 2 study hours per credit/credit weight hour ___ Yes ___ No

5) If you plan to be full time, do you have at least 12 credit/credit weights ___ Yes ___ No

6) In light of your mid-term grades and schedule, what is your opinion of your total credit load?

Too little_____ Too much _____ Just about right _____

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Love-Belongingness Needs:

ACTION PLAN FOR MANAGING STUDY TIMES

[ ] I set up a daily study schedule with an assigned time for each subject.
[ ] I study two hours for each hour of classroom lecture per week (six hours study time for a three semester hour class) and one hour of study for every one hour of lab.
[ ] I divide my time among different courses: more time for difficult courses.
[ ] I keep my assignments up to date by doing my work regularly from day to day, five days a week.

Activity II. 2. Which ONE of the above activities must you do so that you can adequately MANAGE YOUR STUDY TIMES?

_____

_____

Action Plan for Place of Study

[ ] I study in a quiet place where I am away from such interference as talking, radio, or TV.
[ ] I make my family aware of my need for quiet study time.
[ ] I study in the same place, at the same time each day.
[ ] I study in a well lighted, airy room.
[ ] I try not to lie down or be too comfortable when I study.

Activity II. 4. Which ONE of the above activities must you do so that you can create a quiet STUDY PLACE for learning?

_____

_____

Fourth Semester

I need to join my fellow students in group to help and get help in managing my: **Study Times, Place of Study, Organizing Study, Reading Textbooks, Taking Notes, Studying for an Examination,** and **Examination techniques.**

Action Plan for Organizing Your Study

[ ] I keep the books, pens, and so on that I'm using in a particular place.
[ ] I study for about half an hour and then have a few minutes break before restarting work.
[ ] I make sure I know what a professor requires before I start an assignment.
[ ] When I study I stick at what I am doing until I finish no matter how long it takes.
[ ] I alternate between verbal and mathematical subjects with a rest period—so that I don't get bored.
[ ] I actively involve myself in my studying by summarizing, reciting, underlining, outlining, etc.–as an aid to my concentration.

Activity II. 6. Which ONE of the above activities must you do so that you can adequately ORGANIZE YOUR STUDY?

_____

_____

Action Plan for Reading Textbooks

[ ] I spend sometime looking through a chapter before beginning to read.
[ ] I read the summary before I read the chapter.
[ ] When I am reading a textbook I look for the main idea of each passage or paragraph.
[ ] After I've finished reading the chapter I spend some time looking over the headings again.
[ ] I turn headings into questions and I try to answer my questions.
[ ] I recite to myself, in my own words, the main points of the reading.
[ ] I look back through the assigned readings to remind myself of the main points.

Activity II. 8. Which ONE of the above activities must you do so that you can improve your READING skills?

_____

_____

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Love-Belongingness Needs:

I need to join my fellow students in group to help and get help in managing my: **Study Times**, **Place of Study**,**Organizing Study**, **Reading Textbooks**, **Taking Notes**, **Studying for an Examination**, and **Examination techniques.**

Action Plan for Note-Taking

[ ] I review the notes from the last class.
[ ] I take notes using a framework of the main point first with less important ideas under it, and so on.
[ ] I use headings to indicate MAIN ideas.
[ ] I include details and examples as subheadings that clarify the main ideas.
[ ] I am aware of the professor's signals for important information.
[ ] I read my notes as soon as possible after the lecture. The longer I wait, the less the notes may mean to me later.
[ ] I watch for signal words and phrases which tell me that what follow are important ideas.
[ ] I alert myself to clues as to what is important to write down:
[ ] I use my notes to draw up practice questions in preparation for examinations.
[ ] I ask classmates for help in understanding confusing points in the lecture.

Activity II. 10. Which ONE of the above activities must you do so that you can improve your NOTE TAKING skills?

_____

_____

Action Plan for Studying for an Examination

[ ] I know the material to be covered.
[ ] I know the types of questions to be asked.
[ ] I review and pre-test myself with my notes.
[ ] I make up a sample test for myself and try to answer it.

Activity II. 12. Which ONE of the above activities must you do so that you can improve your PREPARATION FOR AN EXAM skills?

_____

_____

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Action Plan for Examination Technique

Taking Essay Tests

[ ] When taking essay tests, I read the directions and all the questions before beginning to answer any of the questions.
[ ] When taking essay tests, I think about what I want to write before beginning.
[ ] When taking essay tests, I organize my answer so my ideas will be clear to the instructor.
[ ] I check to see of my essay speaks to the questions.
[ ] I check to see if there is a *clear theme* statement present in the first paragraph of my essay.
[ ] I check to see if specific *facts* and *examples* support the *thesis* of my essay.
[ ] I check to see if I used *transitions* to show thought relationships.
[ ] I check to see of there is a *concluding* statement that summarizes my essay.

Taking Objective Tests

[ ] When answering a multiple choice question, I try to eliminate first the obviously incorrect choices.
[ ] I trust my first guess when unsure of an answer.
[ ] I read through all of the choices given before marking an answer, even if the first or second one seems correct.
[ ] I proofread to make sure no question is left unanswered, even if the answer is a wild guess.
[ ] I look for clues in other questions that can help in answering questions of which I am unsure.

During the Examination

[ ] I listen to and read all the instructions.
[ ] I scan the entire test.
[ ] I ask the professor for clarification when I don't understand something.
[ ] I budget my time.
[ ] I read everything on the test several times.
[ ] I answer easy questions first.
[ ] I mark questions I don't know, skip them and come back to them.
[ ] I guess where there is no penalty.

After Completing the Examination

[ ] I review the entire test and check all my answers.
[ ] I check to see if I followed directions.
[ ] I check to see if I skipped a question.
[ ] If I have time I check my answers before handing in my paper.
[ ] I make sure I know how many points each question is worth.

Activity II. 14. Which ONE of the above activities must you do so that you can improve your EXAM TAKING skills?

_____

_____

Fourth Semester Registration Plan

NAME _____ CURRICULUM _____

STUDENT NO. _____

TELEPHONE NO. _____

SELF ADVISEMENT

Remedial Courses you are taking this semester

ENG 01___ ENG 02 ___

RDL 01___ RDL 02 ___

MATH 01___ 02___ 03___ 04___ 05___

ESL 01 ___ ESL 02 ___

CHEM 02 ___

Remedial Courses you will take next semester

	Course	Credit Wgt.
ENG	____	____
RDG	____	____
MATH	____	____
ESL	____	____
CHEM	____	____

(A) College level courses you are taking this semester.			(B) College level courses you will take next semester			(C) Alternate courses for next semester.		
	Courses	Crs.		Courses	Crs.		Courses	Crs.
1.	_____	____	1.	_____	____	1.	_____	____
2.	_____	____	2.	_____	____	2.	_____	____
3.	_____	____	3.	_____	____	3.	_____	____
4.	_____	____	4.	_____	____	4.	_____	____
5.	_____	____	5.	_____	____	5.	_____	____
6.	_____	____	6.	_____	____	6.	_____	____

Evaluating and reviewing your program for next semester.

1) If you are employed, how many hours do you work weekly _____

2) Home responsibilities (check one) Light ___Moderate___ Heavy___

3) Are you following correctly the remedial course sequence? ____ Yes ___No

4) Did you allow 2 study hours per credit/credit weight hour ____ Yes ___No

5) If you plan to be full time, do you have at least 12 credit/credit weights___Yes___No

6) In light of your mid-term grades and schedule, what is your opinion of your total credit load?

Too little_____ Too much _____ Just about right _____

Self-Esteem Needs: To build my **self-esteem**, I must have a **sense of security**, a **sense of mission**, a **sense of selfhood**, a **sense of of affiliation**, and a **sense of competence.**

B-SET (Borba Self-Esteem Tally)

by

Drs. Craig and Michele Borba

Student's Name _____ Date _____

School _____ Grade _____ Teacher _____

INSTRUCTIONS: This form is a tool to assess student needs in each of the five esteem components. Read each statement below. Circle the appropriate number in each box that in your judgment best describes the student's behavior according to the scoring code.

SCORING INSTRUCTIONS: Read each behavior and circle the appropriate number. Add all of the circled numbers for the total score for that esteem component.

1 = Always or Often 2 = Sometimes 3 = Never or Rarely

SECURITY

A student with a strong sense of Security conveys a feeling of assuredness. The individual generally feels comfortable and safe.

Behavior	Always	Sometimes	Rarely
1. Displays difficulty in separating for brief periods from trusted sources and/or environments.	1	2	3
2. Exhibits possible indicators of stress or anxiety, such as: nail biting, thumb sucking, hair twirling, teeth grinding, shaking, crying without reason, extreme nervousness.	1	2	3
3. Exhibits possible indicators of physiological stress, such as: headaches, bed wetting, ulcers, stomach aches, sweating.	1	2	3
4. Is generally unsure of what others expect of him/her.	1	2	3
5. Resists taking on new experiences.	1	2	3
6. Displays excessive and/or unfounded fears.	1	2	3
7. Has difficulty in forming trusting relationships.	1	2	3
8. Is uncomfortable with close physical contact from known sources.	1	2	3
9. Handles change or spontaneity with difficulty.	1	2	3
10. Lacks knowledge of sources that can be counted on.	1	2	3

Total all circled numbers equals Security Score. SECURITY SCORE: _____

MISSION

A student with a strong sense of Mission takes responsibility for the destiny of his/her decisions. Such an individual generally sets realistic and achievable goals, is self-directed, and has a strong feeling of influence and control over life's circumstances.

Behavior	Always	Sometimes	Rarely
1. Is unmotivated; takes little initiative; appears aimless; shows minimal effort.	1	2	3
2. Cannot see alternatives or solutions.	1	2	3
3. Feels powerless; may exhibit attention-getting behaviors such as whining or tattling to gain control.	1	2	3
4. Is unable to complete tasks or work; has diminished attention span; is careless; acts bored or indifferent.	1	2	3
5. Poor goal-setting results in lack of success: goals are either too high, too low or are nonexistent.	1	2	3
6. Feels helpless and incapable of influencing others or self.	1	2	3
7. Depends on others for direction and encouragement.	1	2	3
8. Avoids taking responsibility for own actions—looks to outside sources as cause; blames others or denies.	1	2	3
9. Is indecisive, incapable or unwilling to make own decisions.	1	2	3
10. Has difficulty in correctly evaluating present or past performance level in skills or competencies.	1	2	3

Total all circled numbers equals Mission Score. MISSION SCORE: _____

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Fifth Semester

Self-Esteem Needs: To build my **self-esteem**, I must have a **sense of security**, a **sense of mission**, a **sense of selfhood**, a **sense of of affiliation**, and a **sense of competence.**

ESTEEM BUILDERS

SELFHOOD

A student with a strong sense of Selfhood conveys self knowledge. Such an individual has an accurate and realistic self-description in terms of roles, attributes and physical characteristics.

Behavior	Always	Sometimes	Rarely
1. Is uncomfortable with physical appearance.	1	2	3
2. Has difficulty in accepting praise; denies, undermines, disregards, acts embarrassed.	1	2	3
3. Conforms or mimics others; is unwilling to express self in own way or risk being different.	1	2	3
4. Dresses inappropriately, such as eccentric or excessive clothing, to draw undue attention to self.	1	2	3
5. Has difficulty in expressing and identifying emotions appropriately.	1	2	3
6. Lacks accurate self information (roles, attributes, physical characteristics, interests); poor self knowledge.	1	2	3
7. Is over anxious to please others; displays over dependence in relationships.	1	2	3
8. Frequently uses negative statements regarding others, criticizes, but is hypersensitive to criticism.	1	2	3
9. Is uncomfortable with fine or gross motor activities (not due to any physical impairment).	1	2	3
10. Feels inadequate, not good or special enough. May adopt defensive behaviors, such as: negative self statements, silliness, reticence, sullenness, defiance, showing off, crying without reason or engaging in fantasy.	1	2	3

Total all circled numbers equals Selfhood Score.

SELFHOOD SCORE: _____

ESTEEM BUILDERS

AFFILIATION

A student with a strong sense of Affiliation has a feeling of belonging or connectedness. This is generally achieved in relationships that are considered important by the individual.

Behavior	Always	Sometimes	Rarely
1. Has difficulty in initiating friendships; lacks appropriate social skills.	1	2	3
2. Feels others don't value him/her.	1	2	3
3. Demonstrates a sense of connectedness with objects in lieu of people.	1	2	3
4. Has difficulty in relating to others. May resort to behaviors such as: bullying, showing off, excessive bragging or boasting, monopolizing, acting silly, being uncooperative, teasing, smoking or taking drugs.	1	2	3
5. Withdraws, rejects or isolates self from peers and groups.	1	2	3
6. Has few friends; is seldom sought out by others.	1	2	3
7. Displays insensitivity to the emotions and needs of others; lacks empathy.	1	2	3
8. Lacks understanding of the concept of friendship.	1	2	3
9. Has difficulty in maintaining friendships.	1	2	3
10. Relies on adult companionship as the sole source of affiliation.	1	2	3

Total all circled numbers equals Affiliation Score.

AFFILIATION SCORE: _____

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Fifth Semester

Self-Esteem Needs: To build my **self-esteem**, I must have a **sense of security**, a **sense of mission**, a **sense of selfhood**, a **sense of of affiliation**,and a **sense of competence.**

ESTEEM BUILDERS

COMPETENCE

A student with a strong sense of Competence generally feels successful and capable. Such an individual knows his/her strengths and can accept individual weaknesses. He/she feels successful, particularly in things regarded as personally important or valuable.

Behavior	Always	Sometimes	Rarely
1. Is reluctant to verbalize ideas or opinions.	1	2	3
2. Acts helpless or dependent in areas where he/she should be competent.	1	2	3
3. Does not attempt many tasks because of an overriding fear of failure or making a mistake.	1	2	3
4. Gives up on tasks when confronted with difficulty.	1	2	3
5. Has difficulty in identifying personal strengths.	1	2	3
6. Is a poor loser; magnifies any loss or displays poor sportsmanship.	1	2	3
7. Displays an "I can't" kind of attitude; does not try.	1	2	3
8. Displays frequent behavior flare-ups in areas where incompetence is felt, such as: frustration, withdrawal, resistance, defiance, acting out, daydreaming or cheating.	1	2	3
9. Has difficulty in accepting weaknesses.	1	2	3
10. Discounts or discredits any achievement. May use negative self-statements regarding accomplishments.	1	2	3

Total all circled numbers equals Competence Score. COMPETENCE SCORE [ ]

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Fifth Semester Registration Plan

NAME _____ CURRICULUM _____

STUDENT NO. _____

TELEPHONE NO. _____

SELF ADVISEMENT

Remedial Courses you are taking this semester

ENG 01___ ENG 02 ___

RDL 01___ RDL 02 ___

MATH 01___ 02___ 03___ 04___ 06___

ESL 01 ___ ESL 02 ___

CHEM 02 ___

Remedial Courses you will take next semester

	Course	Credit Wt.
ENG	___	___
RDL	___	___
MATH	___	___
ESL	___	___
CHEM	___	___

(A) College level courses you are taking this semester.		(B) College level courses you will take next semester		(C) Alternate courses for next semester.	
Courses	Crs.	Courses	Crs.	Courses	Crs.
1. _____	___	1. _____	___	1. _____	___
2. _____	___	2. _____	___	2. _____	___
3. _____	___	3. _____	___	3. _____	___
4. _____	___	4. _____	___	4. _____	___
5. _____	___	5. _____	___	5. _____	___
6. _____	___	6. _____	___	6. _____	___

Evaluating and reviewing your program for next semester.

1) If you are employed, how many hours do you work weekly _____

2) Home responsibilities (check one) Light ___ Moderate ___ Heavy ___

3) Are you following correctly the remedial course sequence? ___ Yes ___ No

4) Did you allow 2 study hours per credit/credit weight hour ___ Yes ___ No

5) If you plan to be full time, do you have at least 12 credit/credit weights ___ Yes ___ No

6) In light of your mid-term grades and schedule, what is your opinion of your total credit load?

Too little _____ Too much _____ Just about right _____

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Sixth Semester

Self-Actualization Needs: To fulfill my **self-actualization** needs, I have to re-write the ***old scripts*** of the **past** into ***new scripts*** of **success.**

Several historical points below indicate where yu had been (***story of failure***) amd where you can do (***story of success***). Indicate on a continuum of **LOW** (I sometimes feel I am still there) to **HIGH** (I have definitely made it!) your **current story.**

	Old Scripts	*New Scripts*
1	I got Fs so there is not point in trying.	I am not giving up on myself.
	LOW 1 2 3 4 5 6 7 8 9 10 HIGH	
2	I get no breaks at all.	I can use some help.
	LOW 1 2 3 4 5 6 7 8 9 10 HIGH	
3	I have enemies and they are usually my teachers.	I am going to fight for what I deserve.
	LOW 1 2 3 4 5 6 7 8 9 10 HIGH	
4	I can't say No!	I'll look out for myself.
	LOW 1 2 3 4 5 6 7 8 9 10 HIGH	
5	I am not sure what I really want.	I know where I am going.
	LOW 1 2 3 4 5 6 7 8 9 10 HIGH	
6	I let things get in the way.	I let go of what gets in the way.
	LOW 1 2 3 4 5 6 7 8 9 10 HIGH	
7	I don't give myself enough credit.	I can make it.
	LOW 1 2 3 4 5 6 7 8 9 10 HIGH	
8	I have to do things my wry.	I play by the rules.
	LOW 1 2 3 4 5 6 7 8 9 10 HIGH	
9	I put myself down.	I make the most of what I want.
	LOW 1 2 3 4 5 6 7 8 9 10 HIGH	
10	I do not have a good track record.	I can shape my future.
	LOW 1 2 3 4 5 6 8 9 10 HIGH	
11	I never seem to get it right.	I control what I am determined to change.
	LOW 1 2 3 4 5 6 8 9 10 HIGH	

Sixth Semester

Self-Actualization Needs: To fulfill my **self-actualization** needs, I have to reach out and help my fellow students in peer counseling.

Peer Counseling Skills

Attending Response			Empathy				Summarizing			Open-Ended			Genuineness ("I" message)			Assertiveness			Confrontation		
H	M	L	Feeling Word	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L	H	M	L
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					
7.																					

Sixth Semester Registration Plan

NAME _____ CURRICULUM _____

STUDENT NO. _____

TELEPHONE NO. _____

SELF ADVISEMENT

Remedial Courses you are taking this semester

ENG 01___ ENG 02 ___

RDL 01___ RDL 02 ___

MATH 01___ 02___ 03___ 04___ 06___

ESL 01 ___ ESL 02 ___

CHEM 02 ___

Remedial Courses you will take next semester

	Course	Credit Wgt.
ENG	____	____
RDL	____	____
MATH	____	____
ESL	____	____
CHEM	____	____

(A) College level courses you are taking this semester.	Courses	Crs.	(B) College level courses you will take next semester	Courses	Crs.	(C) Alternate courses for next semester.	Courses	Crs.
1.	_____	____	1.	_____	____	1.	_____	____
2.	_____	____	2.	_____	____	2.	_____	____
3.	_____	____	3.	_____	____	3.	_____	____
4.	_____	____	4.	_____	____	4.	_____	____
5.	_____	____	5.	_____	____	5.	_____	____
6.	_____	____	6.	_____	____	6.	_____	____

Evaluating and reviewing your program for next semester.

1) If you are employed, how many hours do you work weekly _____

2) Home responsibilities (check one) Light ___ Moderate ___ Heavy ___

3) Are you following correctly the remedial course sequence? ___ Yes ___ No

4) Did you allow 2 study hours per credit/credit weight hour ___ Yes ___ No

5) If you plan to be full time, do you have at least 12 credit/credit weights ___ Yes ___ No

6) In light of your mid-term grades and schedule, what is your opinion of your total credit load?

Too little _____ Too much _____ Just about right _____

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